



BATTERY CREEK HIGH

1 Blue Dolphin Drive
Beaufort, South Carolina

Grades	9-12 High School	
Enrollment	850 Students	
Principal	Edmond Burnes	843-322-5545
Superintendent	Dr. Valerie Truesdale	843-322-2300
Board Chair	Fred Washington	843-322-2356

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Below Average
2010	Average	At-Risk
2009	Below Average	At-Risk
2008	Average	Excellent
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
6	6	24	0	2

* Ratings are calculated with data available by 11/09/2011.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2009	2010	2011	2009	2010	2011
Passed 2 subtests (%)	61.9%	67.0%	66.5%	72.9%	76.2%	72.6%
Passed 1 subtest (%)	17.0%	13.3%	19.1%	14.2%	12.6%	16.8%
Passed no subtests (%)	21.1%	19.8%	14.5%	12.8%	12.3%	11.2%

HSAP Passage Rate by Spring 2011

	Our High School	High Schools with Students Like Ours
Percent	83.1%	89.6%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010*	2011	2010	2011
Number of Students in Four-Year Cohort	389	331	249	232
Number of Graduates in Cohort	211	212	173	154
Rate	54.2%	64.0%	70.8%	71.8%

*Used to calculate current AYP.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2010	2011	2010	2011
Number of Students in Cohort	N/A	393	N/A	224
Number of Graduates in Cohort	N/A	214	N/A	158
Rate	N/A	54.5%	N/A	71.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	69.9%	73.7%
English 1	68.2%	58.8%
Biology 1/Applied Biology 2	57.0%	61.5%
Physical Science	46.7%	50.5%
US History and the Constitution	38.5%	38.8%
All Tests	54.3%	55.9%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=850)				
Retention rate	3.7%	Down from 4.8%	3.6%	3.4%
Attendance rate	99.6%	Up from 96.1%	95.3%	95.0%
Served by gifted and talented program	19.6%	Up from 10.9%	12.3%	12.4%
With disabilities other than speech	10.9%	No Change	10.0%	9.9%
Older than usual for grade	6.3%	Down from 10.0%	8.4%	7.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.5%	0.9%
Enrolled in AP/IB programs	47.8%	Up from 16.0%	8.0%	13.0%
Successful on AP/IB exams	29.5%	Down from 40.3%	47.1%	51.7%
Eligible for LIFE Scholarship	31.4%	Down from 34.9%	29.3%	30.1%
Annual dropout rate	2.3%	Up from 0.4%	2.9%	2.5%
Career/technology students in co-curricular organizations	5.0%	Up from 1.1%	3.8%	2.9%
Enrollment in career/technology courses	580	Down from 781	304	419
Students participating in work-based experiences	2.6%	Down from 3.5%	13.1%	7.2%
Career/technology students attaining technical skills	75.7%	Up from 60.6%	83.0%	83.0%
Career/technology completers placed	95.5%	Down from 95.7%	98.6%	98.4%
Teachers (n=64)				
Teachers with advanced degrees	53.1%	Up from 50.6%	60.9%	61.1%
Continuing contract teachers	65.6%	Down from 66.7%	80.4%	80.6%
Teachers returning from previous year	75.3%	Down from 79.9%	86.1%	86.5%
Teacher attendance rate	94.6%	Up from 91.0%	95.7%	95.5%
Average teacher salary*	\$50,144	Up 0.7%	\$46,880	\$46,884
Professional development days/teacher	16.2 days	Down from 16.4 days	10.6 days	10.0 days
School				
Principal's years at school	6.0	Up from 5.0	4.8	4.0
Student-teacher ratio in core subjects	25.2 to 1	Down from 27.9 to 1	25.4 to 1	26.5 to 1
Prime instructional time	92.4%	Up from 84.8%	89.6%	89.3%
Dollars spent per pupil**	\$7,935	Down 0.2%	\$8,026	\$7,804
Percent of expenditures for teacher salaries**	62.6%	Up from 61.2%	57.2%	58.0%
Percent of expenditures for instruction**	65.4%	Up from 64.8%	61.5%	60.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	80.9%	Up from 69.2%	98.0%	97.3%
Character development program	Average	Up from Below Average	Good	Good
Modern language program assessment	N/A	N/A	Good	Good
Classical language program assessment	N/A	N/A	N/A	Good

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2011		End of Course Tests Passage Rate		On-time Graduation Rate, 2010 For AYP		
	n	%	t	%	n	%	Met AYP Objective
All Students	261	83.1%	851	54.3%	389	54.2%	No
Gender							
Male	126	75.4%	426	53.8%	196	46.4%	N/A
Female	135	90.4%	409	54.8%	193	62.2%	N/A
Racial/Ethnic Group							
White	72	90.3%	287	72.1%	106	45.3%	N/A
African American	174	79.9%	457	44.0%	258	60.1%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	13	84.6%	91	49.5%	19	31.6%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	29	44.8%	57	22.8%	36	16.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	54	38.9%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	189	81.5%	510	48.4%	190	46.3%	N/A

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council**Principal's/School Improvement Council Report**

Battery Creek High School (BCHS) – Where Dolphins Make A Wave Every Day, is located in a rural area that is north and west of the city of Beaufort. We are one of the five public high schools in Beaufort County that is demographically 57.4% Black, 33.0% White, 8.0% Hispanic, and 1.7% Other. While we continue to predominately operate on an AB block schedule, we also have a few classes that meet daily. Our basic structure is driven by a focus on the selection of career majors.

For the third year in a row we have executed the concept of parents making honor rolls via our established "Parent Honor Roll" Program. Parents, by continuing to fulfill criteria established in support of discipline, attendance, and academics, were favored with two celebrations this past school year. The celebrations were by no means second to celebrations of athletic successes. More than six hundred parents were recently honored for making our Parent Honor Roll for positively impacting the lives of students by supporting our school's efforts or by simply being supportive of their children.

Driven by the pursuit of providing an optimal learning environment that will promote the greatest opportunities for success, our Leadership Team and all staff members have shared in the establishment of career academies. Cluster teams worked diligently to recommend practices for implementation. We hope to build on successes from the previous school year. Among the successes were improvements in end-of-course testing in Algebra 1, biology, English 1, physical science, and US History. In fact, the gains in Algebra 1 and English 1 were double digit gains. To enhance the likelihood of successes, we continued to employ our quarterly celebrations of student achievement, utilized pull-out programs, analyzed benchmark testing data to develop strategies for addressing areas of academic challenges, and offered extra help after school hours via our 21st Century Learning Center Grant. We also continued the execution of our Drop Everything and Do Math and Drop Everything and Read initiatives. Stakeholders are continually invited to share in the recommendation of the most effective use of funds to improve student achievement. Our School Improvement Council (SIC) and PTSO, in particular, have been deeply involved in decision making.

Extracurricular activity participation continued to be impressive at BCHS, and the excitement surrounding our student activity programs have approached new heights. The successes were complemented by a good number of students who were offered scholarships to participate in collegiate athletics. Three of our FBLA students placed first, and one placed third in the State FBLA competition. Our MCJROTC program maintained its recognition as a flagship cadet training organization throughout our State and was proud to be informed that the program was recognized as an honor school for the eighteenth consecutive year. In the field of athletics, our volleyball team, boys and girls basketball teams, wrestling team, and boys soccer team made the State playoffs. One of our wrestlers was crowned State champion. With pride, our motto: The Creek – Where Dolphins Make A Wave Every Day, has become an expectation.

Edmond Burnes, Principal
Betty Shell, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	113	28
Percent satisfied with learning environment	52.2%	43.4%	60.7%
Percent satisfied with social and physical environment	60.0%	48.6%	51.9%
Percent satisfied with school-home relations	47.8%	70.6%	64.3%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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School Adequate Yearly Progress	No
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This school met 10 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	N/A
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	10.4%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.3%	0.0%	No

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	180	98.9	17.9	30.2	29.0	22.8	56.8	67.0	68.0	No	Yes
Male	101	100.0	22.2	33.3	24.4	20.0	51.1	61.7	63.1	N/A	N/A
Female	79	97.5	12.5	26.4	34.7	26.4	63.9	72.8	73.1	N/A	N/A
White	50	100.0	6.5	19.6	32.6	41.3	80.4	86.0	79.4	Yes	Yes
African American	112	98.2	19.4	38.8	24.5	17.3	45.9	46.4	51.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	82.4	83.2	I/S	I/S
Hispanic	16	100.0	43.8	12.5	43.8	N/A	50.0	57.4	62.8	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.4	I/S	I/S
Disabled	22	100.0	62.5	25.0	12.5	N/A	12.5	26.0	22.8	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	12	100.0	58.3	16.7	25.0	N/A	33.3	41.0	45.1	I/S	I/S
Subsidized meals	113	99.1	22.6	33.0	29.2	15.1	50.0	50.0	54.7	No	Yes

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	180	98.9	29.0	27.2	30.2	13.6	53.1	60.0	62.3	No	Yes
Male	101	100.0	27.8	28.9	30.0	13.3	51.1	59.3	61.4	N/A	N/A
Female	79	97.5	30.6	25.0	30.6	13.9	55.6	60.8	63.2	N/A	N/A
White	50	100.0	8.7	21.7	47.8	21.7	78.3	79.8	75.3	Yes	Yes
African American	112	98.2	34.7	30.6	25.5	9.2	43.9	37.7	42.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	76.5	84.3	I/S	I/S
Hispanic	16	100.0	56.3	25.0	12.5	6.3	31.3	52.0	59.4	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	64.1	I/S	I/S
Disabled	22	100.0	68.8	18.8	6.3	6.3	18.8	18.7	21.5	I/S	I/S
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S	N/A	N/A
Limited English Proficient	12	100.0	66.7	16.7	8.3	8.3	25.0	36.9	47.1	I/S	I/S
Subsidized meals	113	99.1	34.9	26.4	26.4	12.3	46.2	42.6	48.5	No	Yes

Biology 1/Applied Biology 2 (End-of-Course Test Performance by Group)

All Students	181	90.6	59.1	14.0	14.6	12.2	26.8	N/A	N/A	N/A	N/A
Male	101	88.1	64.0	16.9	10.1	9.0	19.1	N/A	N/A	N/A	N/A
Female	80	93.8	53.3	10.7	20.0	16.0	36.0	N/A	N/A	N/A	N/A
White	51	94.1	35.4	25.0	16.7	22.9	39.6	N/A	N/A	N/A	N/A
African American	112	87.5	68.4	9.2	14.3	8.2	22.4	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	16	100.0	81.3	6.3	12.5	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	22	54.5	91.7	N/A	8.3	N/A	N/A	N/A	N/A	N/A	N/A
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	12	100.0	83.3	N/A	16.7	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	113	92.9	69.5	10.5	14.3	5.7	20.0	N/A	N/A	N/A	N/A

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*	District % Proficient or Advanced*	State % Proficient or Advanced*
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English/Language Arts - State Performance Objective = 71.3% (Proficient or Advanced)

All Students	2010	348	94.8	21.7	36.6	28.3	13.4	53.8	62.5	65.9
	2011	180	98.9	17.9	30.2	29.0	22.8	56.8	67.0	68.0

Mathematics - State Performance Objective = 70.0% (Proficient or Advanced)

All Students	2010	348	95.4	28.3	37.1	21.3	13.3	45.7	55.4	62.3
	2011	180	98.9	29.0	27.2	30.2	13.6	53.1	60.0	62.3

* Adjusted to account for natural variation in performance.